

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="font-size: 2em; opacity: 0.5; transform: rotate(-90deg); position: absolute; top: 50%; left: 50%;"> 2014 JAN 23 4:11:09 PM </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Round Rock Independent School District	Vendor ID # 1746002018	Mailing address line 1 1311 Round Rock Ave.	
Mailing address line 2	City Round Rock	State TX	ZIP Code 78681-
County-District # 246909	Campus number and name	ESC Region # 13	US Congressional District # 30
		DUNS # 095101986	

Primary Contact			
First name Carolyn	M.I. Austin	Last name Austin	Title Discretionary Grant Coordinator
Telephone # 512-464-5976	Email address Carolyn_Austin@roundrockisd.org	FAX # 512-464-5090	

Secondary Contact			
First name Alan	M.I.	Last name Summers	Title Director, Campus Success Initiatives
Telephone # 512-464-5970	Email address Alan_Summers@roundrockisd.org	FAX # 512-464-5618	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Steven	M.I.	Last name Flores	Title Superintendent
Telephone # 512-464-5022	Email address Superintendent@roundrockisd.org		FAX # 512-464-5055
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

1/22/2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Round Rock Independent School District (RRISD) wishes to implement an Educator Excellence Innovation Program (EEIP) on four of its elementary campuses – Caldwell Heights, Forest North, Union Hill, and Wells Branch. All are Title I campuses with an aggregate economic disadvantage level of 53.8%; 57.9% of students are from underrepresented minority groups. All schools underscored the district average STAAR scores in 2012 and 2013 and have underperformed on fall 2013 district-administered Curriculum-Based Assessments. Moreover, these schools have a high percentage of first- through fifth-year teachers (34.7%) and a high turnover rate among new teachers (17% in 2012 and 23% in 2013). Faculty members are overwhelmingly White, which is not in keeping with the demographic profile of the schools' students. Three of the four schools have recently become dual language campuses, which requires a good deal of professional development. In short these schools face a number of challenges that the district's EEIP is designed to address.

Our EEIP program meets the five required and two preferred statutory elements:

- **Induction and Mentoring of New Teachers:** RRISD's Supervisor of Professional Development will lead a district team in an induction seminar for zero- and first-year teachers during pre-service each year of the grant. Further, he will conduct induction Google Hangout "meetings" for these teachers weekly throughout the school year. Two full-time Teacher Mentors will work with new teachers throughout the year through co-teaching, observation and follow-up, and consultation so as to ensure a smooth transition to teaching and student growth. Mentor Teachers must have at least three year's teaching experience, will be trained in the TxBESS mentoring program, and will be paid on a teacher scale. Effectiveness will be measured by retention rates of new teachers who meet evaluation standards.
- **Observations:** With EEIP funds, RRISD will hire two Classroom Observers (COs) who will conduct formative observations of all teachers, with pre- and post-observation consultations, two times per semester. In their pre-observation consultation, COs and teachers will review the observation rubric and determine areas of particular concern for the teacher. Observations will be announced and will last at least 20 minutes. Post-observation consultations will focus on the observation findings and developing a plan for individualized professional development to help the teacher address areas on need. The observation rubric is based on one developed by RRISD's Teacher Incentive Fund grant program, which also conducts classroom observations on seven other high-need campuses. The rubric clearly identifies behaviors of teachers whose students show academic growth.
- **Evaluation:** RRISD's EEIP evaluation will complement existing PDAS evaluation and consist of two components: measures of student growth on standardized tests and teacher self-evaluation through an action research project and portfolio. Fifty percent of a teacher's evaluation score will be based on measures of student growth. Through its DATE and TIF grants, RRISD has developed a statistical model for predicting growth based on a student's current academic performance on standardized tests and his or her demographic profile. RRISD uses this measure as a baseline for expected growth in an academic year. Teachers are held accountable for aggregate student growth on standardized tests in grade bands – that is, third- through fifth-grade teachers are held accountable for aggregate student growth of all students in third through fifth grades on the Math and Reading STAAR; Kindergarten through second-grade teachers are held accountable for the aggregate student growth of all students in Kindergarten through second grade on the Fountas and Pinnell Benchmark Assessment System (assessing Reading) and the AIMSweb Curriculum-Based Measurement (assessing Math); Prekindergarten teachers are held accountable for the aggregate student growth of all students in Prekindergarten on the Woodcock-Muñoz Picture Vocabulary and Verbal Analogies sections.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The remaining 50% of a teacher's evaluation will be based on an Assessment By Collaboration (ABC) Portfolio. The creation of an ABC Portfolio is a year-long process in which teacher teams settle on a banner research question that addresses student growth and requires quantitative and qualitative data. Examples include "How has the beginning teacher induction and mentoring offered at my campus affected teacher retention and student performance?" or "Is our Algebra lab effective at meeting the needs of economically disadvantaged students?" Teachers collect base-line data at the beginning of the academic year, meeting at least four times in the course of the year with the CO, and present their findings at the end of the year to the CO, administration, and their fellow teachers at their campus. Portfolios are assessed on a ten-point rubric.

- **Regular Collaboration Activities:** RRISD already supports collaboration through common planning times for grade-level teams at the elementary level. Student Support Teams also facilitate collaboration across classes and subjects and with administrators and support staff to provide assistance to individual students in need of remediation or enrichment. Additionally, RRISD sponsors cross-district collaboration through grade-level Google Communities, in which all elementary teachers are enrolled. Just-in-time trainings – that is, professional development sessions held just before each grading period begins that address the TEKS to be learned in that grading period – are organized by grade and subject. RRISD's EEIP evaluation components are explicitly designed to encourage collaboration rather than competition.
- **Differentiated Compensation:** All teachers on EEIP campuses will be eligible for participation in a differentiated compensation program passed on the two elements of the EEIP evaluation. Teachers will be eligible to receive up to \$1,700 for achieving much better than expected student growth on standardized tests, and will be eligible to receive \$500 for the successful completion of an ABC Portfolio. Teachers who announce prior to April 1st of each grant year that they will not be returning the following year will be eligible to receive a \$500 award.
- **Early Recruitment and Hiring:** RRISD engages in a number of practices to promote early recruitment and hiring of the best possible candidates, including sponsoring student teachers from highly regarded teacher preparation programs; recruiting students prior to graduation, particularly for hard-to-staff positions; and screening applicants through Polaris' Teacher Fit screener, interviews, demonstrations of mini-lessons, and meticulous fact-checking of applicants' resumés and references. RRISD holds its own job fair in April or May so as to get the jump on other districts and attends job fairs throughout the state. EEIP funds for teachers who give early notice of departure will allow principals and Human Resource Services to identify staffing gaps early.
- **Teacher Career Pathways:** A number of currently existing positions allow teachers greater exercise of their abilities, including Grade-level Team Lead Teacher, Vertical Team Leader, Interventionists, International Baccalaureate Coordinators, Instructional Coaches, Instructional Technology Specialists, Curriculum Specialists, Lead Curriculum Specialists, and TIF Master Teachers. EEIP funds would add two more opportunities to this list – Classroom Observers and Teacher Mentors.

The program will be managed by the Supervisor of Professional Development, who will be responsible for all reporting duties to the TEA. He will be assisted by the COs and Teacher Mentors.

Program evaluation will be conducted by RRISD's Evaluation and Statistical Analysis Department, and will consist of tracking of quantity of services rendered to teachers, aggregate scores on classroom observations, aggregate scores on ABC Portfolios, incentive pay to teachers based on student growth on standardized tests, and the results of focus groups aimed at assessing the quality and quantity of teacher collaboration.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 246909	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	
Fund code: 429	

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$813,762	\$24,751	\$838,513	\$820,576	\$20,395	\$840,971
Schedule #8	Professional and Contracted Services (6200)	6200	\$117,750	\$30,000	\$147,750	\$117,750	\$30,000	\$147,750
Schedule #9	Supplies and Materials (6300)	6300	\$11,737	\$	\$11,737	\$9,280	\$	\$9,280
Schedule #10	Other Operating Costs (6400)	6400	\$2,000	\$	\$2,000	\$1,999	\$	\$1,999
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$
Total direct costs:			\$945,249	\$54,751	\$1,000,000	\$949,605	\$50,395	\$1,000,000
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$945,249	\$54,751	\$1,000,000	\$949,605	\$50,395	\$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$1,000,000	\$1,000,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.		
This is the maximum amount allowable for administrative costs, including indirect costs:	\$100,000	\$100,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 246909			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director – Supervisor for Professional Development	.25%		\$21,533	\$17,735
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Classroom Observer	2		\$98,892	\$101,859
16	Teacher Mentor	2		\$98,892	\$101,859
17	Title			\$	\$
18	Subtotal employee costs:			\$219,317	\$221,453
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$	\$
20	6119 Professional staff extra-duty pay – Incentive Pay			\$533,000	\$533,000
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$86,196	\$86,518
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$619,196	\$619,518
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$838,513	\$840,971

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Professional Development Consultation		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Campus-Specific Professional Development			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 47.1	\$94,200	\$94,200
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$23,550	\$23,550
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$117,750	\$117,750

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 246909

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Evaluation Services		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Expert Program Evaluation			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 2	\$10,000	\$10,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$10,000	\$10,000
3	Specify topic/purpose/service: Statistical Analysis		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Setting growth targets and measuring success on student standardized test			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 4	\$20,000	\$20,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 246909

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$147,750	\$147,750	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$147,750	\$147,750	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$147,750	\$147,750	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 246909					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$11,737	\$9,280
Grand total:						\$11,737	\$9,280

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

Supplies and materials that do not require specific approval include general office supplies (paper, writing implements, printer toner, etc.) and books and materials for professional development, such as books for book studies or to accompany professional development workshops.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 246909		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2,000	\$1,999
Grand total:		\$2,000	\$1,999

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

Other operating costs that do not require specific approval include local travel for the Classroom Observers and Teacher Mentors.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**2,936**

Category	Number	Percentage	Category	Percentage
African American	441	15.0%	Attendance rate	96.6%
Hispanic	1,260	42.9%	Annual dropout rate (Gr 9-12)	N/A
White	903	30.8%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	89.0%
Asian	197	6.7%	TAKS commended 2011 performance, all tests (sum of all grades tested)	24.2%
Economically disadvantaged	1,579	53.8%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	552	18.8%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	13	0.4%	Average ACT score (number value, not a percentage)	N/A

Comments

The four proposed EEIP schools serve a diverse student population, the majority of whom are underrepresented minority and economically disadvantaged students. Although TAKS 2011 scores are in keeping with the district's average, STAAR results on these campuses in 2012 and 2013 fell below the district average on all campuses, by as much as 13 percentage points. Fall 2013 Curriculum-Based Assessments show all schools performing below the district averages on third-, fourth-, and fifth-grade reading and math assessments. These campuses are growing more impoverished each year. Three of the four have begun a new dual language initiative, which requires a good deal of professional development for teachers. In short, these campuses face a number of growing challenges in student demographics, student performance, and teacher training.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5	2.3%	No degree	0	0%
Hispanic	44	20.7%	Bachelor's degree	160	75.1%
White	155	72.8%	Master's degree	52	24.4%
Asian	6	2.8%	Doctorate	1	0.5%
1-5 years exp.	74	34.7%	Avg. salary, 1-5 years exp.	\$44,274	N/A
6-10 years exp.	66	31.0%	Avg. salary, 6-10 years exp.	\$47,169	N/A
11-20 years exp.	49	23.0%	Avg. salary, 11-20 years exp.	\$49,661	N/A
Over 20 years exp.	24	11.3%	Avg. salary, over 20 years exp.	\$59,185	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	195	475	458	469	467	417	410								2,891
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	195	475	458	469	467	417	410								2,891

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	8	23	23	23	17	18	17								129
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	8	23	23	23	17	18	17								129

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Schedule #13—Needs Assessment

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD's needs assessment process began with a district-level evaluation of campuses in need of the kinds of intervention provided by the Educator Excellence Innovation grant. The district-level committee that investigated RRISD's needs consisted of The Deputy Superintendent of Instruction, the Assistant Superintendent of Instructional Support Services, the Assistant Superintendent of Elementary Education, the Assistant Superintendent of Secondary Education, the Director of Elementary Education, the Director of Secondary Education, the Director of Campus Success Initiatives, the Director of Curriculum and Professional Development, Director of Human Resource Services, Associate Director of Evaluation and Statistics, Associate Director of the Round Rock Incentives for Superior Education (RRISE) Program, the Assistant Director of Human Resource Services, the Supervisor of Professional Development, the Grant Accountant, the Discretionary Grant Coordinator, the DATE grant coordinator, principals, teachers, and the President of Education Round Rock (a affiliate of the AFT).

The district examined student demographics (particularly economic disadvantage), discrepancies between student and teacher demographic profiles, rates of turnover among zero- and first-year teachers, and student performance on standardized tests and district curriculum-based assessments. The district also scrutinized the level of grant support each campus has received in the past year that has supported interventions similar to those provided by the Educator Excellence Innovation grant, particularly the federal Teacher Incentive Fund grant (seven participating campuses) and the DATE grant (five participating campuses). In short, RRISD looked for campuses in need of intervention that were not already recipients of similar grant funds.

Additionally, RRISD prioritized the needs of campuses. Because of a high correlation between economic disadvantage and academic underachievement, RRISD gave **first** priority to schools whose student population was more than 40% economically disadvantaged. The district gave **second** priority to schools whose teacher demographics were not in keeping with student demographics, particularly in terms of the presence of underrepresented minority groups. The district gave **third** priority to standardized test and curriculum-based assessments scores as the best representation of academic achievement on campuses. There was a great deal of overlap between these schools and those with high percentages of economically disadvantaged students. **Fourth** priority was give to zero- and first-year teacher turnover as an indication of the adequacy of support on these campuses for beginning teachers. **Lastly**, the district evaluated similar grant support.

Once the district had prioritized campuses, principals at each of the campuses were informed of their campus' eligibility and asked to respond to a program outline based on district-level perceptions. In response to principal feedback, RRISD's proposed program underwent significant revision. Principals, for example, overwhelmingly determined that observations should be purely formative in nature and should not be part of the incentive pay structure, simply because they felt that teachers would be more open to observation and feedback under less stressful circumstances.

RRISD also asked teachers at each participating campus to vote on campus-wide implementation after a presentation conducted by the district's Discretionary Grant Coordinator. Teachers had an opportunity during the presentation to ask questions and suggest areas of need that the grant program should address.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students at schools with high percentages of economic disadvantage (> 40%) are underperforming in relation to RRISD as a whole in standardized tests such as STAAR and district Curriculum-Based Assessments (CBAs or benchmarks). In aggregate, EEIP campuses underscored the district average on math and reading CBAs in grades three through five in Fall 2013 by 7% to 13%. CBAs have been shown to be highly predictive of STAAR results. STAAR results in 2012 and 2013 fell below the district average.	Teacher Mentors and professional development workshops will address pedagogic techniques for specifically addressing the needs of economically disadvantaged students and students from underrepresented minority groups.
2.	Serious discrepancies exist between the demographic profiles of teachers and students. While the teaching staff at participating schools is predominately White (72.8%), students are predominately from under-represented minority groups (57.9%).	The financial incentive program will provide an enticement to teachers which principals and central office personnel can use to recruit high-quality teachers of color, among others.
3.	Zero- and first-year teacher turnover at the participating campuses was high –17% in 2011-2012, and 23% in 2012-2013 in comparison to district figures – 13% in 2011-2012 and 18% in 2012-2013.	The induction and mentoring program will address issues of need for all new teachers (working with the TEKS, for example, or integrating technology into the classroom) and for new teachers at these particular campuses (working with underresourced students). Continuous support from the Director of Professional Development and the Mentor Teachers will ensure that new teachers have the resources they need for their students to succeed.
4.	DATE funding is coming to an end at two of the participating campuses. Considerable Teacher Incentive Fund monies are being deployed at other, non-EEIP campuses, meaning that the proposed EEIP campuses experience a significant deficit in funding for professional development.	EEIP funding at the participating campuses will significantly level the playing field in terms of the professional development, mentoring, and evaluation currently available to other campuses through DATE and TIF. These services are necessary to bring about improvement in student performance.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Supervisor, Professional Development (.25 FTE)	MA in Education; at least five years' experience in teaching; desired experience in administration; a demonstrated history of excellence in supporting quality teaching
2.	Classroom Observer	BA in Education (MA preferred); at least five years' experience in teaching, with experience in a leadership position (e.g., department chair, instructional coach); bilingual abilities preferred
3.	Mentor Teacher	BA in Education; at least three years' experience teaching; a demonstrated record of excellent teaching; bilingual abilities preferred

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student performance	1. Develop statistical models for predicting expected student growth (DATES FOR FIRST YEAR)	08/01/2014	10/31/2014
		2. Administer BOY and EOY assessments for PK-2, STAAR for 3-5	09/01/2014	04/30/2015
		3. Develop and implement a professional development plan addressing specific campus academic needs	09/01/2014	05/31/2015
		4. Mentor teachers in need of assistance	09/01/2014	05/30/2015
		5. Provide incentives to teachers based on better-than-expected student growth on standardized tests	08/01/2015	10/31/2015
2.	Increase retention of quality teachers at all levels of experience	1. Provide on-going professional development to teachers through Mentor Teacher co-teaching, consultation, and observation and feedback	09/01/2014	05/31/2015
		2. Provide campus-based professional development through expert consultants	08/01/2014	05/31/2015
		3. Provide formative observations and feedback to teachers by Classroom Observer	09/01/2014	05/31/2015
		4. Provide incentives to teachers based on better-than-expected student growth on standardized tests	08/01/2015	10/31/2015
		5. Provide incentives to leaving teachers to announce their departures prior to 4/1/2015	09/01/2014	04/01/2015
3.	Increase retention of zero- and first-year teachers	1. Provide induction to zero- and first-year teachers	08/01/2014	08/31/2014
		2. Provide weekly Google chat "meetings" for zero- and first-year teachers	09/01/2014	05/31/2015
		3. Provide mentoring, co-teaching, and observation and feedback to new teachers through Mentor Teacher and Classroom Observer	09/01/2014	05/31/2015
		4. Provide incentives to teachers based on better-than-expected student growth on standardized tests	08/01/2015	10/31/2015
4.	Increase levels of collaboration among teachers	1. Incentivize collaborative action research projects	09/01/2014	05/31/2015
		2. Provide collaboration times within contract hours	09/01/2014	05/31/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Supervisor of Professional Development will work with RRISD's Associate Director of Evaluation and Statistical Analysis to develop an annual evaluation of the program that will provide formative feedback to the Supervisor so as to improve any areas of weakness. Together, they will develop an evaluation program that will take quantitative data (participation in the action research project and portfolio component; percentage of teachers receiving payouts based on student growth; hours of Teacher Mentor interaction with new teachers, teachers in need of assistance, and experienced teachers, etc.) and qualitative data (results from focus group interviews with grant personnel and participating teachers, surveys of participant satisfaction, etc.) into account to develop a comprehensive picture of the program's strengths and weaknesses. The Supervisor will then, with the collaboration of the Teacher Mentors and Observers for Professional Growth, develop and implement a plan to improve the program (staying within the TEA's guidelines). Any changes in the program will be communicated through direct communication with participating teachers and administrators (for example, distribution of revised guidelines for payouts through e-mail, accompanied by campus-wide meetings to explain the changes). Changes will all be detailed on the program's website which will be freely accessible to all members of the RRISD community, from students to concerned citizens.

The Supervisor for Professional Development will answer to an advisory committee made up of central administration personnel, campus administration, teachers, and representatives from Education Round Rock (an affiliate of the AFT), all of whom will ensure that the program is implemented with fidelity, thoroughly evaluated, and improved as necessary. This committee will answer to the Superintendent.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD is the recipient of a Teacher Incentive Fund grant, which supports teacher incentive pay based on student growth on standardized tests, growth on observations, and preparation of an action research project and portfolio; significant professional development opportunities; and Master Teachers who provide highly tailored professional development in one-on-one consultations. There is a good deal of overlap between the TIF project and the proposed EEIP project, although there is no overlap in campuses participating in the two programs. RRISD will work to ensure that the two programs communicate seamlessly, through joint meetings between the two program coordinators. Moreover, the two programs will share the services of the Supervisor of Professional Development, guaranteeing appropriate coordination between both programs' professional development activities (for example, sharing travel costs for professional development consultants).

RRISD has a long-term commitment to the implementation of its EEIP project. The district has already ensured that all stakeholders are fully informed of the benefits and requirements of the program, and all campuses have voted on their participation. Our experience with the DATE and TIF grants indicates that initial resistance on the part of any participants is overcome by good program administration and implementation (as well as the first incentive payout). The Supervisor of Professional Development will borrow best practices from DATE and TIF to ensure that all grant activities are transparent and well regulated, from maintaining an extensive website regarding the program to publishing detailed guidelines to awards and activities each year of the grant. The Supervisor will meet monthly with Teacher Mentors and Observers for Professional Growth to ensure that the program is implemented with fidelity while responding to participant needs.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student standardized tests	1.	3 rd – 5 th grade students achieve predicted growth on STAAR Math and Reading
		2.	K – 2 nd grade students achieve predicted growth on Fountas & Pinnell and AIMSWeb math
		3.	PK students achieve predicted growth on Woodcock Muñoz
2.	Teacher Retention Rate Calculation	1.	Retention rate of all teachers scoring Proficient or above on classroom observation rubric exceeds district rate
		2.	Retention rate of new teachers scoring Proficient or above on classroom observation rubric exceeds district rate
3.	Focus Groups	1.	Teachers report greater quality and quantity of collaboration at end of year than at beginning of year
4.	ABC Portfolio	1.	80% of teachers submitting portfolios score 7 or higher on a 10-point scale
5.	Classroom Observation Rubric	1.	75% or more of teachers score Proficient or above on classroom observation rubric

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD's EEIP staff will work closely with the district's Evaluation and Statistical Analysis Department and Management Information Services to ensure that data is collected in a timely fashion, evaluated, and acted upon to improve the program. The Classroom Observers and Teacher Mentors will keep a confidential log of all observations and services offered and will enter the information into a database developed by the district. Teacher retention data will be figured annually by Human Resource Services. Scores on ABC Portfolios will be entered into the district's database by the Classroom Observers. Teachers will be asked to reflect informally on the quantity and quality of collaboration among faculty through focus groups conducted by the Evaluation and Statistical Analysis Department. That department will also conduct focus groups with campus and program administrators to gain their impressions of the program. Student data such as attendance and STAAR scores are already reported and tracked through PEIMS; PK and K – 2nd grade scores on standardized tests are captured through e-School Plus.

The Evaluation and Statistical Analysis Department will convey the results of focus groups as they occur to the Supervisor of Professional Development, who will then deploy EEIP staff and the advisory board in making any necessary changes to the program. Twice annually, EEIP staff will meet formally with evaluation personnel; EEIP will also hold a one-day retreat before the beginning of the second year to intentionally address any problems with program delivery. Staff will continuously monitor the quality and quantity of services offered to teachers (for example, through monitoring the number of requests from teachers for co-teaching or calculating growth on classroom observation scores) and will adjust their strategies accordingly.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Round Rock ISD will require all teachers at the participating schools with zero year's experience to attend a day of new **teacher induction** in August during contract days conducted by the Director of Professional Development. New teachers will be introduced to practices unique to RRISD (for example, commitment to the Aligned Round Rock Curriculum, which breaks down TEKS into six- and nine-week goals) as well as basics of teaching, such as classroom management techniques. The Director of Professional Development will be assisted by Curriculum Leads, Instructional Coaches, and Teacher Mentors in delivering a hands-on, interactive induction experience focused on the TEKS participating teachers will be responsible for teaching during their first nine weeks. Induction will continue throughout the year through Google Hang-Out "meetings" with the Director of Professional Development for zero- and first-year teachers. Meetings will occur during regular contract hours after school, and will cover topics such as classroom management, integration of technology into the classroom, and working with special-needs students.

Mentoring will occur through the services of Teacher Mentors, full-time employees who are assigned to two campuses each. Teacher Mentors will serve the entire campus as part of their contribution to the EEIP's professional development component, but they will focus a good deal of their time on zero- and first-year teachers and teachers in need of assistance.

As full-time employees, Teacher Mentors will go through a highly competitive **selection** process. Teacher Mentors must **meet state qualifications** for mentors, namely at least three years' experience teaching (preferably in Round Rock), a superior record of teaching effectiveness, and an understanding that Teacher Mentors will undergo Texas Beginning Educator Support System (TxBESS) **training** in mentoring best practices within the first semester of their service. TxBESS training, offered by Region 10, delves deeply into mentoring best practices and techniques, giving Teacher Mentors both the theoretical and practical background necessary to help teachers grow. TxBESS is aligned with the research-based standards of teaching described in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. Teacher Mentors will receive training in TxBESS' four core principles: (1) planning for learner-centered instruction; (2) developing classroom environments that promote equity, excellence, and learning; (3) optimizing instruction and communication; and (4) maintaining professionalism.

Additionally, Teacher Mentors will participate in district training in mentoring best practices and in interrator reliability training in the observation program that makes up part of RRISD's EEIP evaluation program. Although Teacher Mentors will not actually evaluate teachers, they need to be highly familiar with the observation rubric so as to advise teachers throughout the campus on best ways to show their teaching strengths during observations. The hiring committee for Teacher Mentors will look for (1) excellent interpersonal skills, (2) knowledge of best practices in instruction, and (3) level of commitment to improving the profession of teaching. Teacher Mentors must be able to show a record of effectiveness through measures such as student performance on TAKS tests, curriculum-based assessments, and classroom assignments.

Teacher Mentors will be **paid** on the teacher compensation scale, dependent upon their years of service and academic preparation.

Teacher Mentors will be devoted to supporting zero- and first-year teachers and teachers in need of assistance through co-teaching, observation and consultation, and modeling, and will meet **during planning periods or other contract hours** to discuss these teachers' needs, strengths, areas for growth, and strategies to improve teaching. Teacher Mentors will be available during all contract hours to teachers, allowing them to work around mentees' schedules. Teacher Mentors will report to their campus principals and to the Director of Professional Development and will be co-evaluated by the same. Teacher Mentors will meet at least once a month with the principals they serve and with the Director of Professional Development to update them on the progress their mentees are making. Teacher Mentors will also meet with each other once a month to engage in their own collaborative planning, assuring a consistency of services across campuses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Observations of teachers will be conducted by the Classroom Observers (COs). COs will be required to have a Bachelor's degree in Education (MA preferred) and at least five years' experience in teaching, with experience in a leadership position (e.g., department chair, instructional coach).

COs will observe teachers for at least 20 minutes at least two times per semester. Observations, although assessed, recorded, and reported to the Supervisor for Professional Development and campus administrators, will be primarily formative and will not play into the incentive pay structure. RRISD believes that a less stressful observation situation will allow teachers to genuinely engage with the COs in identifying areas of professional growth.

The observation rubric will be based on that used by RRISD's Teacher Incentive Fund program. This rubric is divided into four sections, as follows:

- Responsive, Brain-Based Classrooms
 - Classroom Instructional Design
 - The classroom surrounds the student in teacher-generated and student-generated print and shows examples of student work that demonstrate expected levels of achievement.
 - The room is arranged to accommodate large and small groups, with enough open space for students to move among groups. Space is effectively designed for instruction.
 - The teacher has created intriguing displays and visuals to stimulate and engage students, such as charts, word walls, posters, tone ladders, hand signs, updated bulletin boards/displays that add to the learning environment.
 - Instruction is paced to promote high expectations and student engagement, with no inappropriate lags in instruction.
 - Teacher Instructional Strategies
 - Students have more than one resource to use to complete a task, such as peers, visuals, displays, texts, technology, manipulatives, instruments, etc.
 - The teacher offers multiple learning strategies so students have the opportunity to be successful and achieve the target.
 - The teacher informally or formally assesses student learning during the lesson.
 - Verbal cues are clear, and the instruction builds on deliberate sequencing and previous student knowledge to ensure understanding.
 - Student Responsiveness
 - Students follow established routines, appear to understand management expectations, and take responsibility for efficient classroom functioning.
 - Students move easily and quickly into different instructional grouping when directed.
- Engaging Student Tasks
 - Content Design
 - All students, regardless of ability, are assigned appropriate tasks that respect their capabilities and encourage their engagement.
 - The teacher's dialogue, questions, and required tasks focus on students' understanding of the content, not simply covering the content.
 - Instruction is focused on students' natural inquisitiveness and/or overtly connects with students' experiences.
 - The instructional focus is on the usefulness of the content or skill in out-of-classroom experiences.
 - The instruction is differentiated either in terms of what the student should know or be able to do, the kinds of activities asked of the student, or how the student will demonstrate proficiency.
 - Content Delivery

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- The teacher's communication with students is focused on natural inquiry identifying similarities and differences, and/or generating thinking.
- Students appear to be cognitively, behaviorally, and emotionally connected to the learning.
- The teacher's materials are organized in a way to enhance the efficiency of the instruction.
- The teacher uses a variety of instructional arrangements, such as whole-group, individual, paired, and small-group instruction as appropriate.
- Community of Respect and Learning
 - Cultural Responsiveness
 - The teacher's instruction, classroom setting, and management supports a culture of equality and opportunity for students.
 - The teacher's questions and dialogue with students are focused yet supportive and encouraging.
 - Student routines are equitable, easily understood, and administered even-handedly.
 - The teacher's instruction is flexible, and the teacher uses 'teachable moments' to focus on individual student responses and experiences.
 - The teacher's behavior, questions, and responses underscore a desire to maintain strong teacher-student connections.
 - Classroom standards
 - Desired social or management behaviors are posted in the classroom and can easily be read from all parts of the classroom.
 - The room is arranged in a way to support discussion, sharing of ideas, and joint investigation.
 - The teacher posts the day's learning goals and uses them to target and focus instruction.
- RRISD Special Emphases
 - The teacher's instructional content can be found in the Aligned Round Rock Curriculum or District Guidelines at the appropriate time in which the teacher is instructing the content.
 - The teacher's instruction is aligned to the appropriate level(s) based on the verb(s) from the student expectation under the TEKS.
 - Students are provided opportunities and assignments in which they are required to talk about academic content.

This rubric has gone through successive revisions through its four-year implementation in the TIF program and has proven to be highly successful in showcasing teachers' strengths and areas for growth, even in a 20-minute observation. Teachers are assessed on a 90-point scale as either Expert (80 – 90 points), Proficient (60 – 79 points), Progressing (40 – 59 points), or Unacceptable (0 – 39 points).

The COs will be thoroughly trained in interrator reliability, so as to ensure equity in observations across the program. Additionally, Teacher Mentors, the Supervisor of Professional Development, and campus administrators will be trained in understanding and even administering the rubric. Although they will not be responsible for conducting observations, they will need to understand the process so as to consult effectively with teachers after the observation process. Pre-observation meetings will focus on ensuring that teachers understand the rubric and the observable behaviors it measures as well as on identifying teachers' particular concerns about their pedagogy. Post-observation meetings will focus on the results of the observation, with clear explanations of the observable behaviors COs noted in support of their ratings. Perhaps more importantly, these meetings will focus on what teachers can do to improve their performance, from participation in individual on-line professional development to tweaks to classroom layout. COs will share the results of the observations with the Supervisor of Professional Development, campus administrators, and Teacher Mentors after the post-observation meeting, so that these personnel can take the aggregate and individual results into account in planning professional development, either in campus-wide workshops or in one-on-one consultation and co-teaching.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

RRISD's EEIP evaluation will complement existing PDAS evaluation and consist of two components: measures of student growth on standardized tests and teacher self-evaluation through an action research project and portfolio. Fifty percent of a teacher's evaluation score will be based on measures of student growth. Through its DATE and TIF grants, RRISD has developed a statistical model for predicting growth based on a student's current academic performance on standardized tests and his or her demographic profile. RRISD uses this measure as a baseline for expected growth in an academic year. Teachers are held accountable for aggregate student growth on standardized tests in grade bands – that is, third- through fifth-grade teachers are held accountable for aggregate student growth of all students in third through fifth grades on the Math and Reading STAAR; Kindergarten through second-grade teachers are held accountable for the aggregate student growth of all students in Kindergarten through second grade on the Fountas and Pinnell Benchmark Assessment System (assessing Reading) and the AIMSweb Curriculum-Based Measurement (assessing Math); Prekindergarten teachers are held accountable for the aggregate student growth of all students in Prekindergarten on the Woodcock-Muñoz Picture Vocabulary and Verbal Analogies sections.

RRISD settled on evaluation based on aggregate growth scores (rather than class-by-class scores) for three reasons:

- Evaluation on aggregate scores eliminates the unfairness that might arise from evaluation based on class-by-class scores. Greater numbers of students (as in all the students in a band) help to limit the statistical quirks that can arise if teachers are evaluated based on the growth of a small number of students (as in just the students in a single class).
- Evaluation on aggregate scores encourages teacher collaboration and a supportive relationship among teachers. Teachers have a common mission if they are working towards the success of all the students in a band, not just the students in their class.
- Evaluation on aggregate scores can account for the contributions of teachers who are not assigned to a specific classroom, such as interventionists and specials teachers. The principal at each school will associate these teachers with an appropriate band based on their teaching responsibilities.

Teachers will be held accountable for at least predicted yearly growth among their band's students. Teachers not reaching this benchmark will receive less than 50% of the available points on the rubric. Teachers whose students achieve predicted yearly growth will receive 50% of the available points on the rubric. Teachers whose students achieve greater than predicted yearly growth will receive up to 100% of the available points on the rubric.

The remaining 50% of a teacher's evaluation score will be based on participation in a collaborative action research project and portfolio. RRISD used its Assessment By Collaboration (ABC) Portfolio as a district-wide assessment prior to the implementation of PDAS and continues to use the ABC Portfolio on its TIF campuses. The creation of an ABC Portfolio is a year-long process in which teacher teams settle on a banner research question that addresses student growth and requires quantitative and qualitative data. Examples include "How has the beginning teacher induction and mentoring offered at my campus affected teacher retention and student performance?" or "Is our Algebra lab effective at meeting the needs of economically disadvantaged students?" Teachers collect base-line data at the beginning of the academic year, meeting at least four times in the course of the year with their evaluator, and present their findings at the end of the year to the evaluator and their fellow teachers at their campus. Portfolios are assessed on a ten-point rubric.

To receive full points, a portfolio must

- Document a banner question that addresses student growth and requires qualitative and quantitative data.
- Document more than one piece of qualitative data as well as a reflection/explanation of the data that verifies the participants' analysis.
- Document more than one piece of qualitative data as well as a reflection/explanation of the data that verifies the participants' analysis.
- Document more than one artifact of reflection upon the banner question, such as articles read, experts

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consulted, professional development pursued, etc.

- Document attendance at all four checkpoint meetings through checkpoint reflections and sign-in sheets.

The ABC Portfolio checkpoint meetings are conducted by campus administration in conjunction with the Teacher Mentor and Classroom Observer assigned to the campus. The portfolio is evaluated by the Classroom Observer. Portfolio checkpoint meetings (occurring four times per academic year, two times per semester) will last 30 minutes to an hour and will consist of a review of teachers' research and/or findings to date. A summative meeting following the presentation of the Portfolio at the end of the academic year will last 30 minutes to an hour and will focus on the success of the project and action steps to take in response to the findings (for example, continuing the new teacher induction and mentoring program or employing more manipulatives in the Algebra lab).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

RRISD's most powerful accommodation to promote collaboration is scheduling a common planning period for its elementary grade-level teams. This allows grade-level teams to devote one planning period per week to team discussion of the successes and challenges they face together. Grade-level team meetings typically address the upcoming TEKS to be taught in the sequence articulated by the Aligned Round Rock Curriculum (ARRC – the learning goals and objectives RRISD students are expected to achieve within a particular grading period as well as resources for instruction); formative student data, from curriculum-based assessments to student work on classroom assignments; and pedagogical approaches that will best meet the needs of their students learning particular knowledge and skills. Teams meet weekly for at least 45 minutes during the school day for collaborative planning.

Additionally, cross-grade and cross-disciplinary teams meet as needed in Student Success Teams to address the needs of struggling students. These Student Success Teams meet to review individual students' data and develop action plans to address their particular academic and behavioral needs. Groups meet either during the lead teacher's planning period or after the student day but within the teachers' contract hours.

RRISD also promotes collaboration through district-wide initiatives. The district has recently built Google Communities for each grade level and enrolled all teachers in the appropriate community. Teachers can use these sites to exchange best practices through written documents (such as assignments or lesson plans), photographs, or videos. Instructional Coaches in each of the disciplines also provide grade-specific assistance to teachers through Google Communities, as do Curriculum Specialists. Each Google Community has between 140 and 200 members, and the sites have been highly active. The asynchronous nature of the site, which can be accessed at any time, allows teachers to take advantage of its resources throughout their contract day.

RRISD also does its just-in-time trainings on a grade-by-grade basis. These trainings, held on early-release days just prior to the beginning of a nine-weeks grading period, focus on the upcoming ARRC elements and pedagogical approaches to those elements. Sessions are organized around grade levels and subjects (for example, four third-grade just-in-time sessions in reading, math, social studies, and science). Teachers typically divide their grade-level teams over the four subjects and reconvene during a common planning period to share their knowledge. Collaboration across campuses is encouraged in the initial meetings, and collaboration within a campus is encouraged in the follow-up grade-level team meeting.

The collaborative nature of the two evaluation criteria detailed in the previous section will also promote teamwork. Tying teachers' evaluation to their band's student growth on standardized tests will encourage cross-class and cross-grade collaboration to build on school-wide strengths and address school-wide weaknesses. Collaborative ABC Portfolios also contribute to teachers' joint efforts to identify areas for investigation, increase their knowledge in those areas through study and research, gain a true picture of those areas on their campuses, and develop an action plan to build on strengths and correct weaknesses in those areas.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, professional development across RRISD is carefully planned in response to district needs, individual campus needs, district goals, and campus improvement plans. Each year, RRISD goes through a rigorous process of needs assessment, lead by the Board and vigorously supported by the Office of Research and Evaluation. RRISD references a number of data sources in this assessment, including STAAR and EOC results, results on standardized testing for pre-STAAR grades, results on curriculum-based assessments (benchmarks), college admission and enrollment figures, demographics of students enrolled in Special Education and Talented and Gifted programs, disciplinary figures and demographics, and campus climate surveys, among others. These data form a picture of the district's strengths and weaknesses from which both the district goals and professional development plans are formed. For example, STAAR and EOC results from across the district showed weakness in students' writing skills. The district has invested considerable professional development in improving students' writing, bringing in consultants in writing within the disciplines such as Writing in Science in Action and writing in the fine arts. All professional development efforts are specifically tied to demonstrated areas of weakness. Similarly, at the campus level administrators and their leadership teams consult campus-level data to develop a comprehensive picture of campus strengths and weaknesses which leads to the Campus Improvement Plan. All professional development for the campus must meet a documented need and goal in the Campus Improvement Plan and in the district's annual goals.

EEIP campuses will participate in the district's professional development planning process with the same rigor and accountability expected of all RRISD professional development efforts. Additionally, they will take into account the results of the Observers for Professional Growth's findings; the Teacher Mentors' impressions based on intensive interaction with new teachers, teachers in need of assistance, and teachers who request their assistance; findings regarding aggregate student growth on standardized tests; and findings from collaborative Assessment by Collaboration Portfolios to craft a highly individualized campus professional development plan.

Campus leadership, including administrators, leadership teams, Observers for Professional Growth, and Teacher Mentors, will meet with the Supervisor of Professional Development to determine campus-specific professional development activities that respond to each campus' needs assessment and Campus Improvement plan. Together, this group will allocate budget funds for professional development activities, ranging from individualized on-line professional development (for example, PD 360) to consultant-conducted workshops for the entire faculty. Each campus' professional development budget will be based on a per-teacher allotment for equity. The involvement of the Supervisor of Professional Development and grant-funded personnel will allow for economies of scale, as the Supervisor will be aware of overlapping efforts at different campuses. Campuses might share the expenses for a single consultant addressing a common issue, such as classroom management or increasing the rigor of assignments.

Campuses will be encouraged to take advantage of low- or no-cost technology-based means of professional development. Participation in individualized on-line professional development is a cost-effective way for teachers to develop their pedagogical skills during their planning periods, given that such resources are continuously available. Teachers will also be encouraged to take advantage of Google Sites and Communities to develop their own-teacher lead professional development opportunities – for example, teachers might set up a vertical team site for developing writing pedagogy skills, allowing for collaboration across grades in teaching a subject of vital need for almost all schools in the district. Again, these activities can be pursued during contract hours.

Teacher Mentors, in addition to working with zero- and first-year teachers, will work individually with teachers in need of assistance and with any teacher who requests their assistance to provide highly individualized professional development through observation, consultation, co-teaching, and co-planning. Teacher Mentors will be highly familiar with campus data trends and individual teacher data so as to provide the best focus for growth.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EEIP teachers will receive differentiated compensation based on the two elements of their evaluation – aggregate student growth on standardized tests and the production and quality of their ABC Portfolio. Additionally, teachers who announce their plans to leave the campus prior to April 1st of each year of the grant will receive strategic compensation.

RRISD believes the two elements of the evaluation are highly correlated to improving students' performance and teachers' pedagogical growth. The first component is directly related to student growth. The ABC Portfolio also asks teachers to take on a question regarding student growth and is an explicit opportunity for teachers to grow pedagogically themselves through either reinforcing or challenging the effectiveness of promoting student growth of the examined pedagogical approach. Strategic compensation of teachers announcing their departure from campus prior to April 1st allows for administrators (campus and district) to enter the recruiting process with a better, earlier picture of the gaps they will need to fill and thus addresses shortage needs.

To be eligible for EEIP strategic compensation, a teacher must

1. Be employed on a EEIP grant campus for more than 50% of their aggregate FTE
2. Be a Classroom Teacher as defined in the TEC, §5.001(2): "Classroom teacher" means an educator who is employed by a school district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator."
3. Have a Round Rock ISD EEO code of 5,6, or 7
4. Have an FTE sum of no less than .5
5. Be offered a renewed, extended, or new contract with RRISD AND return to a RRISD EEIP or Teacher Incentive Fund (TIF) grant campus for the following school year. The only exceptions to this last condition are
 - a. A teacher's promotion to an administrative position within RRISD
 - b. A teacher's retirement
 - c. Surplus teachers who are moved to another campus at RRISD's request

To receive the full award, teachers must teach for at least 80% of their contract days. Teachers who do not meet this requirement will receive prorated awards based on their attendance, but must be in attendance at least 50% of the contract year to receive any award.

Teachers can receive up to \$2,200 in total awards, including up to \$1,700 for performance on student growth on standardized tests. Student growth awards will be figured as follows:

Grade Band	First Standardized Test	Second Standardized Test
Prekindergarten	\$550 for meeting expected growth on Woodcock-Muñoz Picture Vocabulary Section	\$550 for meeting expected growth on Woodcock-Muñoz Verbal Analogy Section
	\$700 for meeting better than expected growth on Woodcock-Muñoz Picture Vocabulary Section	\$700 for meeting better than expected growth on Woodcock-Muñoz Verbal Analogy Section
	\$850 for meeting much better than expected growth on Woodcock-Muñoz Picture Vocabulary Section	\$850 for meeting much better than expected growth on Woodcock-Muñoz Verbal Analogy Section
Kindergarten through Second Grade	\$550 for meeting expected growth on Fountas and Pinnell Reading Assessment	\$550 for meeting expected growth on AIMSWeb Math Assessment
	\$700 for meeting better than expected growth on Fountas and Pinnell Reading Assessment	\$700 for meeting better than expected growth on AIMSWeb Math Assessment
	\$850 for meeting much better than expected growth on Fountas and Pinnell Reading	\$850 for meeting much better than expected growth on AIMSWeb Math Assessment

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Third through Fifth Grade	\$550 for meeting expected growth on STAAR Reading	\$550 for meeting expected growth on STAAR Math
	\$700 for meeting better than expected growth on STAAR Reading	\$700 for meeting better than expected growth on STAAR Math
	\$850 for meeting much better than expected growth on STAAR Reading	\$850 for meeting much better than expected growth on STAAR Math

Measurements of expected growth, better than expected growth, and much better than expected growth will be set by the EEIP statistician, based on each year's student population and demographics. These measurements will be publicized to all participants early in the year so that they have a complete understanding of the requirements for awards.

The remaining \$500 award will be given to all participants whose ABC Portfolios earn a seven or higher on the ten-point rubric detailed in the evaluation section. This award will be given to anyone who adequately completes the portfolio so long as he or she has served for at least 50% of the contract year. Partial awards will not be granted.

Teachers who announce their departure from campus prior to April 1st of each grant year will be eligible for a \$500 award. If teachers are dismissed for misconduct prior to this date, they will not be eligible for this award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

RRISD's hiring process gives a good deal of autonomy to campuses in hiring teaching staff. Potential teachers apply through the Human Resource Service's central repository, providing critical information about their education, prior work experience, and other qualifications. HRS also administers the Polaris Teacher Fit screener to all applicants. This screener compares applicants' answers to questions in six domains – fairness and respect, concern for student learning, adaptability, communication and persuasion, planning organizing, and cultural competence – to those of successful teachers. A high score indicates strong correlation between the applicant's answers and those of successful teachers. If an applicant scores low on Teacher Fit, the program generates additional questions that hiring committees can ask the applicant to further probe his/her abilities.

Potential teachers can indicate a preference for a specific campus, but their applications are available to all principals in the district. Principals can access the database of applicants at any moment and can pre-screen the applicants according to a number of prerequisites, including years of experience, degree(s) held, GPA, and score on Teacher Fit. All applicants are interviewed by a campus committee consisting of at least the principal and two faculty members. The committee must interview at least three candidates per position, and then recommends its top candidate to HRS, which then does due diligence in checking references and qualifications. The applicant is then offered the position.

RRISD works to make its salary, benefits, and working conditions highly competitive, but it takes additional steps to ensure that it hires the best possible applicants. Early recruitment is critical to this effort. RRISD begins with recruiting student teachers from high quality education preparation programs such as UT Austin, UT El Paso, UT Pan American, UT Brownsville, Texas A&M, Southwestern University, and Region 4's alternative certification program. RRISD participates on panels for student teachers, held just prior to their student teaching experience, explaining the district's requirements and preferences for hiring and candidate best practices for the application process. Additionally, RRISD works directly with faculty and students to identify potential candidates in hard-to-staff positions, such as elementary bilingual education, early in the hiring process. RRISD holds its own job fair in late April or early May so as to get a jump on other districts. It attends job fairs throughout the state so as to broaden its field of applicants. With EEP grant funds, RRISD will offer a \$500 incentive to teachers who declare their intention to leave their campus the following year prior to April 1st of each grant year. This will allow principals and HRS to determine their needs early in the hiring process so as to secure the best possible candidates.

RRISD determines the quality of the applicant through a number of methods, including the Teacher Fit screener, evidence of academic achievement such as a high GPA or major in the appropriate field, evidence of teaching experience, and recommendations. Many campuses request that the candidate teach a mini-lesson during his or her interview. Interview questions are aimed to further explore the candidate's abilities in the six areas tested in the Teacher Fit screener.

The education preparation programs listed above are all highly regarded. Degrees from other accredited colleges and universities are accepted. All applicants must have a valid Texas Teacher Certificate with the required endorsements for the position.

The extent of an applicant's previous teaching experience is confirmed with the applicant's previous employer(s). Quality is assessed through the Teacher Fit screener, demonstrated mini-lessons, and the applicant's response to interview questions. All references are thoroughly researched.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

RRISD is committed to providing opportunities for teachers' professional advancement, included but not limited to moving into administrative positions. In addition to administrative positions (such as assistant principal or district administration), the following positions give teachers opportunity for greater exercise of their talents:

- **Grade-level Team Leaders** facilitate grade-level team activities, including analysis of grade-level data, facilitation of team instructional initiatives, grade-level instructional materials budget management, scheduling field trips, and interfacing with support staff (such as librarians, interventionists, Special Education teachers, and Talented and Gifted teachers).
- **Vertical Team Leaders** facilitate a number of initiatives, from discipline-specific efforts to improve student performance to services to special student populations, such as Special Education and Talented and Gifted students. Vertical Team Leaders facilitate data analysis, campus-wide professional development in their field of expertise, and related special events such as science fairs or literacy nights. They serve as the point of contact with the district's Curriculum Department and often participate in the construction of the Aligned Round Rock Curriculum and Curriculum-Based Assessments (CBAs).
- **Interventionists** provide identified students with targeted learning activities and experiences to ensure academic achievement and improve academic success. They work collaboratively with other staff to develop instructional goals, objectives, and methods; develop and deliver lessons; conduct ongoing assessment of student learning; provide identified students with supplemental instruction; and contribute to a plan for educating their campus' at-risk population. Interventionists are expected to be experienced teachers with a record of excellent teaching.
- **International Baccalaureate Coordinators** at the elementary level facilitate all aspects of implementation and growth of the International Baccalaureate (IB) Primary Years Programme (PYP) while maintaining communication between the school and the IB Organization. Provide students support, teacher support, coordinator school authorization and evaluation, oversee PYP teacher training and regularly review program needs and progress. IB Coordinators are required to have at least three years' teaching experience.
- **Instructional Coaches** provide support to teachers, campus and district staff members in implementing best instructional practices and use of technology and promote positive change and commitment for engaged learning environments leading to improved student performance. Instructional Coaches plan and deliver high-quality professional learning and support teachers with implementation of new strategies into day-to-day teaching and learning; assist individual teachers and teams with analyzing multiple sources of data, including student work, to reflect on student growth and determine appropriate instruction; and observe classroom instruction and provide timely and specific feedback with a focus on students' learning behaviors. Three years' classroom experience is required.
- **Instructional Technology Specialists (ITSs)** lead the campus instructional technology efforts and ensure the seamless integration of the Technology Application TEKS (Texas Essential Knowledge and Skills) through the planning, evaluation, coordination, and implementation of instructional technologies. They facilitate the support of district systems on assigned campuses and act as the liaison between the campus and appropriate district personnel. ITSs work collaboratively to integrate technology solutions and model exemplary instructional strategies as they align to campus improvement initiatives related to utilizing effective and appropriate technology tools in the classroom, assist instructional staff members and teams in planning units/lessons aligned with the Aligned Round Rock Curriculum that integrates technology in the teaching process, and assist the principal with ensuring that the campus improvement plan aligns to the School Technology and Readiness (STaR) chart and the district Instructional Technology Improvement Plan. ITSs must have three years' classroom experience.
- **Curriculum Specialists and Curriculum Lead Specialists** provide leadership through collaborative processes to support teachers, campus and district administrators in promoting positive change and commitment for engaged learning environments in order to impact student achievement. They develop and maintain the Aligned Round Rock Curriculum (ARRC) to ensure student learning of the Texas Essential Knowledge and Skills

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(TEKS), model/demonstrate exemplary instructional strategies in the classroom, assist teachers/teacher teams in developing instructional units that integrate content and implement meaningful use of technology as a learning tool, share leadership responsibility with campus and district administrators for creating change-adept learning communities, and facilitate development of benchmark assessments aligned to the depth and complexity of the TEKS. Three years of teaching experience is required.

Additional grant-funded opportunities for advancement include

- **Round Rock Incentives for Superior Education Master Teachers** are funded by the Teacher Incentive Fund grant. Their primary responsibility is to provide teachers at Round Rock Incentives for Superior Education (RRISE) grant campuses with formative evaluation and appropriate learning activities and experiences designed to expand their potential in developing their students' competencies and skills to function successfully in society. Master Teachers collaborate with teachers, campus administration, and district administration to develop and demonstrate lessons through co-teaching, guide on-campus professional development through facilitation and consultation, assist teachers with modifying instruction to meet the needs of students at highly economically disadvantaged campuses, and observe classes and provide constructive feedback to teachers. Applicants must have at least five years' teaching experience.
- **EEIP Observers for Professional Growth (COs)** will provide formative evaluation to teachers at EEIP grant campuses designed to help teachers design and implement personal professional development plans, assist campus administrators in developing campus-wide professional development plans, and improve instruction and student learning. COs will conduct classroom evaluations of teachers to assess the quality of their pedagogy, facilitate reflective dialogue with teachers and principals to improve performance, refine observation instruments and rubrics, work with other evaluators to ensure a high level of interrater reliability, and guide assigned staff in the planning and implementation of professional development that increases effectiveness and improves district performance. COs must have at least five years' teaching experience.
- **EEIP Teacher Mentors** will work individually with zero- and first-year teachers to provide highly individualized professional development through observation, consultation, co-teaching, and co-planning. They will also work with teachers in need of assistance and any teacher who requests their services, providing the same services they will to zero- and first-year teachers. Teacher Mentors will also provide campus-wide professional development activities and consult with the campus and district administration regarding the needs campus data identify and the best ways of meeting those needs. Teacher Mentors must have at least three year's teaching experience and a significant record of teaching excellence.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD's abilities to mount its educator excellence innovation plan without grant funds are profoundly limited. There are no funds for new teacher induction in the district budget, and although the district facilitates mentoring of new teachers, it is not financially able to provide training to mentors or financial reimbursement. New faculty mentoring is spotty and varies in quality from campus to campus and mentor to mentor. However, new teacher turnover indicates a real need for induction and mentoring.

Classroom observation is also not universal or formalized across campuses. Although principals conduct PDAS observations, and Observers for Professional Growth conduct classroom observations on seven Teacher Incentive Fund (TIF) campuses, RRISD is not able to make provisions for formative evaluations for teachers on a frequent basis with adequate pre- and post-consultation to be of true use to teachers. Classroom observations by an objective observer have proven to be powerful and popular on TIF campuses, and increases on teacher scores on evaluations have been correlated with increases in student scores on standardized tests. EEIP funds will allow RRISD to bring these valuable formative observations to further campuses.

Although all teachers undergo PDAS evaluation, the district would prefer to see further evaluation of all teachers based on student growth on standardized tests and teacher self-evaluation. TIF and DATE grants have allowed for such evaluation on selected campuses, but DATE funding is coming to an end and TIF funding only covers seven high-need campuses. RRISD sees these grant-funded evaluation initiatives as laboratories for testing potential district-wide policies, and each grant has allowed us to further refine rubrics and systems of evaluation.

The district's existing structures to promote teacher collaboration are more developed than other areas of the educator excellence innovation plan. Common planning periods, grade-level and vertical team meetings, and cross-district collaboration based on grade levels and subjects all contribute to a culture that is rich in collaboration. Grant funds will allow the district to implement collaborative evaluation methods – student growth on standardized tests is measured across classrooms, and ABC Portfolios are group projects.

RRISD's experience with teacher incentive pay is that, with appropriate supports such as observation, evaluation, and professional development, incentive pay can be a highly effective way to motivate teacher growth, reflected in higher student achievement. Moreover, the district has found that incentive pay systems are best received on campuses when all teachers are allowed to participate. However, local funds simply cannot be stretched to accommodate incentive pay. Grant funds will allow the district to introduce or extend incentive pay structures at the four participating campuses.

RRISD's commitment to early hiring of highly qualified candidates is evident in its interactions with educator preparation programs, its own early job fair, its participation in job fairs across the state, and its careful screening of candidates. Offering EEIP incentives for early announcement of departure from campus will only strengthen efforts to identify and fill teacher openings early enough to attract the best possible candidates.

The district is also committed to providing opportunities for advancement to its teachers. There are a number of locally funded opportunities already in existence, ranging from Grade-level team leaders to Instructional Coaches to Assistant Principals. EEIP funds will allow RRISD to add two highly enriching positions to that list – Classroom Observer and Teacher Mentor.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April – May 2014 – Supervisor of Professional Development collaborates with advisory committee and Human Resource Services (HRS) to place job advertisements for Classroom Observers and Teacher Mentors and fill positions.

June 2014 – Supervisor of Professional Development and campus principals collaborate to develop campus-specific professional development plans for the year.

August 2014 – Grant staff begins responsibilities. Zero- and first-year teacher induction occurs. Campus-specific professional development begins and continues throughout the school year. Evaluation begins with observation of professional development and induction activities, baseline assessment and continues throughout the year.

September 2014 – Classroom observations begin and continue throughout the school year. Google Hangout induction "meetings" begin and are held weekly throughout the school year. Teacher Mentors undergo TxBESS training and begin activities and continue throughout the school year. First ABC Portfolio checkpoint takes place. Beginning-of-year assessments administered.

October 2014 – Targets for student growth set by statistician based on prior student performance and demographics.

November 2014 – Targets for student growth announced to teachers.

December 2014 – Mid-year program evaluation checkpoint occurs – program staff meets with evaluator to discuss findings to date. Second ABC Portfolio checkpoint takes place.

January 2015 – One-day program staff retreat to discuss progress to date and needed changes occurs. Implementation of necessary changes takes place.

February 2015 – Observation, mentoring, induction, and program evaluation continue. Third ABC Portfolio checkpoint takes place.

March – April 2015 – STAAR exams administered. Fourth ABC Portfolio checkpoint takes place.

May 2015 – End-of-year assessments administered. Submission of ABC Portfolio takes place. Grant staff, campus principals, and school leadership develop campus-specific professional development plans for the following year.

June – July 2015 – Statistician compares results of standardized testing to targets and reports to the Supervisor of Professional Development, who determines award amounts. Supervisor of Professional Development submits determinations to audit, and then to payroll. Teachers notified via mail of award determination.

August 2015 – One-day grant staff retreat to review prior year and plan for upcoming year takes place. One-week inquiry period, in which teachers can request clarification and/or adjustment of award determination, occurs. Committee made up of grant staff and district administration respond to inquiries. 2014-2015 payout takes place. Zero- and first-year teacher induction occurs. Campus-specific professional development begins and continues throughout the school year. Evaluation begins with observation of professional development and induction activities, baseline assessment and continues throughout the year.

September 2015 – Classroom observations begin and continue throughout the school year. Google Hangout induction "meetings" begin and are held weekly throughout the school year. Teacher Mentors begin activities and continue throughout the school year. First ABC Portfolio checkpoint takes place. Beginning-of-year assessments administered.

October 2015 – Targets for student growth set by statistician based on prior student performance and demographics.

November 2015 – Targets for student growth announced to teachers.

December 2015 – Mid-year program evaluation checkpoint occurs – program staff meets with evaluator to discuss findings to date. Second ABC Portfolio checkpoint takes place.

January 2016 – One-day program staff retreat to discuss progress to date and needed changes occurs. Implementation of necessary changes takes place.

February 2016 – Observation, mentoring, induction, and program evaluation continue. Third ABC Portfolio checkpoint takes place.

March – April 2016 – STAAR exams administered. Fourth ABC Portfolio checkpoint takes place.

May 2016 – End-of-year assessments administered. Submission of ABC Portfolio takes place.

June 2016 – Statistician compares results of standardized testing to targets and reports to the Supervisor of Professional Development, who determines award amounts. Supervisor of Professional Development submits determinations to audit, and then to payroll. Teachers notified via mail of award determination. One week inquiry period, in which teachers can request clarification and/or adjustment of award determination, occurs. Committee made up of grant staff and district administration respond to inquiries. 2015-2016 payout takes place.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All participating campuses held a faculty vote as to whether to take part in the EEIP grant after a presentation from the Discretionary Grant Coordinator or her proxy. This presentation detailed the teacher induction and mentoring program, observations, evaluation, efforts to increase collaboration, professional development activities, strategic compensation, recruiting strategies, and opportunities for teacher career paths proposed in the grant application. Teachers took advantage of ample time for questions and answers, and were free to contact the Discretionary Grant Coordinator with any questions that occurred after the close of the meeting.

Teachers voted via a Survey Monkey site specific to each campus. Three campuses identified as eligible by RRISD standards voted against participation, but the four remaining eligible campuses voted overwhelming to participate in the program: 70% of teachers at Caldwell Heights Elementary, 97% of teachers at Forest North Elementary, 52% of teachers at Union Hill Elementary, and 87% of teachers at Wells Branch Elementary voted to participate. All campus administrators expressed overwhelming support for the program. In short, participating campuses showed strong and informed support for EEIP participation.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Four elementary campuses – Caldwell Heights (246909127), Forest North (246909108), Union Hill (246909137), and Wells Branch (246909115) – met district qualifications and voted to participate in the EEIP.

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